EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE ✳ SEPTEMBER 1970

COPING WITH DISASTER • PAGE 2

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The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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Coping with disaster

Arkansas youth are learning what to do in a natural or nuclear disaster. How? From a 4-H agent who spends 90 percent of his time doing Rural Civil Defense youth work. Using many approaches, including the "Science of Emergencies" lessons discussed in this issue, he is preparing people to cope with disaster.

Extension has $300,000 from the Office of Civil Defense, Department of Defense, to carry out Rural Civil Defense work in 1971. A full-scale Rural Civil Defense program has been maintained in one State—Kansas. They are publishing a national disaster handbook for county agents. The new 4-H TV series on emergency preparedness is also being produced in Kansas. An Extension Service, USDA, Rural Civil Defense Coordinator works with States and keeps up to date on disaster-related research.

In time of disaster, Extension needs to be ready with publications and ideas, and with specialists who can serve on interagency assistance teams. The Texas Extension staff demonstrated how to do it last summer when they moved quickly and efficiently to help both before and after Hurricane Celia struck. In Texas, as in many other States, packets of information are ready to go instantly to media and the public when disaster strikes.

The Office of Civil Defense contract requires Extension to carry out the rural civil defense education program. Extension must inform rural people of their roles in an emergency and help them protect their land and property. Other duties are to obtain understanding and support for USDA defense activities and help meet emergency agricultural production goals. Being there to help when disaster strikes is important; equally important are programs like Arkansas' "Science of Emergencies"—to teach people ahead of time how to help themselves.—MAW

Kansas agents find willing help

by
Beverly Dunning
Assistant 4-H Agent
Sedgwick County, Kansas

A clothing construction program, using 25 local volunteer leaders, has benefitted 1,750 women in Sedgwick County, Kansas, during the past year.

A committee of representative women helped the Extension home economists determine the needs and interests of the homemakers in the county. As a result, three emphases were planned for the year's program of clothing construction:

—Basic Sew: aimed at women who had never sewn or those who wished to review. They made a basic shift dress to learn about zipper application, off-grain stitching of sleeves, darts, hems, and facings. The fabric was a heavy, plain-color sports cloth.

—Updating Techniques: aimed at the experienced seamstress, teaching methods of knit sewing by constructing a one-piece, double-knit dress and scarf. The fabric was polyester, polyester-blend, or wool.

—Children's Clothing: aimed at the young mother or grandmother, teaching construction of children's knit T-shirts and stretch pants and growth features of dress construction.

The large urban population and great interest meant that one agent could not handle the classes. Mrs. Rachel Palmer, county Extension home economist, decided the answer was volunteer leaders. She recruited 24 women who were community leaders, attractive, knowledgeable in clothing construction, and who possessed an ability to "sell themselves" as well as to teach.

Another volunteer did the organizational work at home. She took enrollment, did mailings, organized classes, and assigned teachers.

Each class comprised four 2-hour class periods, meeting twice a week for 2 weeks. An enrollment fee of $1 partially covered mileage and supplies of the volunteers. The teachers received no pay, but were rewarded by the satisfaction of individual accomplishment.

Mrs. Beverly Dunning, assistant county Extension 4-H agent, taught the volunteers what to teach and how to teach it. She developed lesson plans assigning pupils work to do between classes, listing areas to be covered in each lesson, and outlining demonstration equipment needed.

Mrs. Kae Decker, volunteer teacher, assists with the style show which concluded the workshop on making children's clothing.

The volunteers received 2 days of training for each of the three emphasis areas. The first day was designed for sample making and forming of reference files. This assured the agent that each teacher had grasped the method to be taught. The second day covered pattern alteration methods and preliminary construction of demonstration garments. The lesson plans were covered step by step to build confidence.

What was the program's success? Was it the 373 women completing Basic Sew, 925 completing Updating Techniques, 452 completing Children's Clothing?

Was it the 25 excellent volunteer women who gained a feeling of accomplishment? Was it the two agents knowing that they had reached 1,750 women with a clothing construction program?

Or was it the young homemaker, unable to get a proper fit in ready-mades, who said, "My knit dress and scarf looked so nice on me that my husband took me out to eat and said I was not bad looking after all."

Success is felt in the heart, and our hearts are full! □

by
James L. Byford
Extension Wildlife Specialist
University of Georgia

Wildlife dollars

Wildlife means different things to different people. To the hunter it means a pleasant day afield in search of a trophy. To the nature lover, it means esthetic natural surroundings. It reminds some landowners of the beaver damage down on the lower forty.

Many landowners, however, have begun to see wildlife as a resource which—if properly managed—can yield a sizable income. This resource potential exists on most farms. And in many cases it can be utilized right along with other farm resources at little expense to the latter. In fact, the resource potential often is great enough that landowners abandon their other farming interests and concentrate their energies on some wildlife-related enterprise.

Some wildlife-related enterprises that produce income for Georgia landowners are: fee hunting, fee fishing, fish bait, aquaculture, and small mammal culture. Let's take a look at these individually.

Fee hunting—In two ways, a landowner can cash in on the increasing demand for game to hunt. He can build up natural game populations through habitat management and sell hunting leases to individuals or to hunting clubs. He can also raise game artificially, release it on his land, and let paying sportsmen harvest it the same day.

Fee fishing—Fee fishing also has two categories. The first involves ponds where fish populations are maintained by proper management, and daily permits are sold to fishermen. The second involves "put-and-take" ponds, where fish are restocked as often as necessary. Because the cost of restocking is high, fishermen are usually charged for the number of fish (or pounds) they catch.

Fish bait—Fish bait production includes raising earthworms, crickets, minnows, and other kinds of bait. The magnitude of production in Georgia varies from backyard retail setups to multi-acre wholesale operations.

Aquaculture—Aquaculture involves the propagation of aquatic species such as catfish, trout, and other fish; frogs; and shrimp. These species are stocked into ponds, fed, and then harvested—either commercially or by sportsmen.

Small mammal culture—Many small mammals—such as mink, chinchillas, foxes, and beavers—are grown for their fur. Others are grown and sold as pets or laboratory specimens. Still others, such as rabbits, are grown for their meat.

This is the last in a series of articles about Extension's responsibilities for educating the public about wildlife.

Educating the public is never a simple task. If attempted by one individual or agency, it is often futile. It has been helpful in Georgia to work with Cooperative Extension Services of other States, Georgia Game and Fish Commission, U.S. Fish and Wildlife Service, Georgia Sportsmen's Federation, U.S. Soil Conservation Service, Georgia Department of Agriculture, and other departments in our own State Extension Service.

The wildlife resource is probably the least understood of all our natural resources. It is often under-utilized, if not overlooked completely. So the wildlife educator must be somewhat aggressive. He often must teach awareness before he can teach methodology.

An educational program dealing with income-producing wildlife-related enterprises usually involves these steps:

—*Awareness* that the resource exists,

—*Planning* the enterprise,

—*Executing* the plans,

—*Maintaining* a troublefree enterprise.

In creating public *awareness* of a wildlife-related enterprise, the educator must be careful not to "oversell." Many people have thrust their capital into an intriguing venture such as catfish farming, only to wind up empty-handed. This usually results from jumping in headlong before gaining proper knowledge and experience, and without first becoming aware of the potential problems.

In Georgia, we use several ways to create an awareness of wildlife-related enterprises. News media—magazines, radio, and newspapers—are used to stress wildlife values and income potential. On television we outline, with film strips, successful wildlife-related income programs throughout the State. Thirty-minute programs scan all phases of new enterprises, such as catfish farming. Other television programs cover current research projects.

The wildlife specialist speaks to interested groups and makes narrated slide sets available to county agents for local meetings. Studies of local wildlife-re-

When unusual technical problems arise, the wildlife specialist is often called upon to assist the county agent. At left, the problem is an earthworm die-off. Below, the Extension television specialist films a dove field and the role of the county agent in its development.

lated income potential are made and submitted to Area Planning and Development Commissions.

Once awareness and interest have been established, the next educational step is teaching the landowner about *planning* the enterprise. Much can be accomplished through "how-to" publications.

One of the most efficient ways to teach planning is through a series of shortcourses in local areas, under the county agent's supervision. This can best be accomplished in cooperation with other departments in the Cooperative Extension Service, or with other State and Federal agencies.

In 1969, for example, a conference for Georgia landowners interested in fish culture was conducted by the Extension wildlife specialist and the Extension community and resource development department. Conference proceedings were made available to all interested persons.

In 1970, the Georgia Game and Fish Commission held two shortcourses on catfish culture. Representatives from various agencies participated in the program, including an Extension farm management specialist. A series of shortcourses on shooting preserves is being planned by the Extension Veterinary department and the wildlife specialist.

Because each landowner is confronted with a different situation, teaching him how to plan is not an easy task. In most cases it is necessary for the county agent, and in some cases the wildlife specialist, to visit the farm and offer suggestions.

Once the landowner understands what is involved in the industry, and knows how he should start, he is on his way. But when he begins *executing* his plans, he often runs into unanticipated problems. These can usually be handled by the county agent, but sometimes the services of the wildlife specialist are required. Correspondence is often a useful tool in these situations.

The landowner *maintaining* an established enterprise is more dependent on Extension and other agencies than ever before. If he runs into problems he is unable to cope with, he turns to the county agent for help.

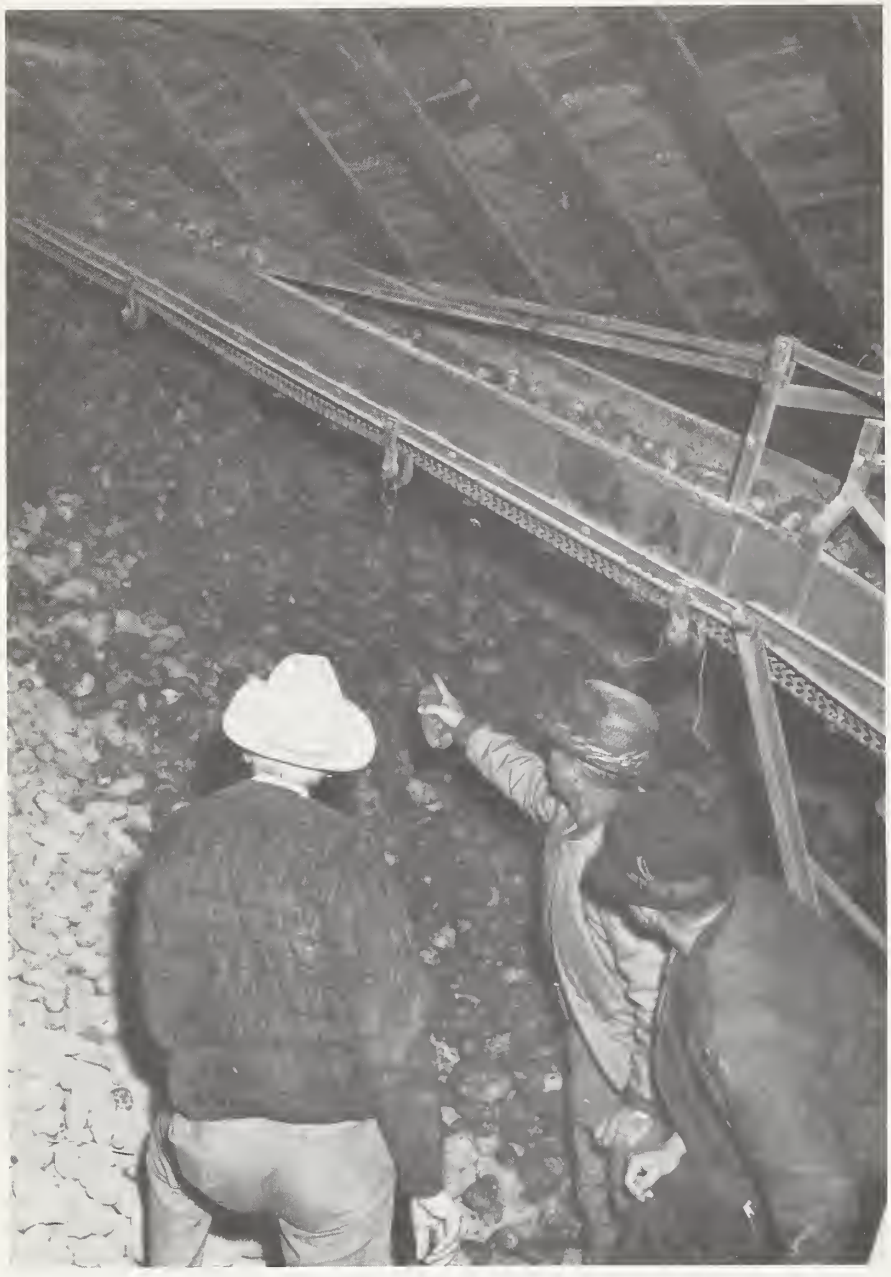
The problems often concern catfish, since Georgia ranks third in the Nation in catfish production. The county agent has a handy troubleshooting reference guide at his fingertips—the "Catfish Production Techniques Manual." It has a detailed table of contents for quick reference and a section for each phase of the industry. Quantities of these sections are available for distribution. When information is requested on one phase of the industry, the pertinent section is supplied; thus, publication costs are lowered.

The catfish farming industry is new, and techniques are changing rapidly. The manual is bound in a looseleaf notebook so that it can be easily and inexpensively kept up to date.

County agents also attend periodic training sessions. But their time is limited, so much new research information is simply mailed to them as it becomes available. This information is prepared in a form that can be distributed directly to their clients.

The Georgia Extension forestry department mails "Timely Tips on Timber and Wildlife" to the county agents quarterly. These tips remind landowners what they should do on certain dates, and are written so the agent can use them in the news media with little or no editing.

It takes time to guide landowners through the awareness, planning, and execution stages. Helping them efficiently maintain such a wide variety of enterprises is a challenge. But the millions of dollars they are earning from their wildlife operations make it all worthwhile. □



Visiting the Neibaurs' potato storage area are, left to right, Ira Neibaur; Jay Garner, area Extension potato specialist; and Sterling Schow, Power County Extension agricultural agent.

Extension proves a point

by
James L. Johnson
Agricultural Editor
University of Idaho

It all started with a letter—a letter asking for help. The end result more than equaled the most optimistic expectations anyone had.

The letter came to Sterling Schow, Power County (Idaho) Extension agricultural agent. In effect it said:

"We've expanded our farming operation by getting more land and more machinery and more labor. We've tried everything we know, and we can't grow more than 220 sacks of potatoes per acre. It just isn't paying off. What can you and your Extension Service do to help us? Look over our farming practices that we've listed in this letter. Then tell us what to do."

The letter came from Ira Neibaur & Sons, Inc., a farm operation located near American Falls. The letter pointed out the goals the operation would like to achieve: 350-400 sacks of potatoes per acre, grading 60-70 percent No. 1's quality.

This letter put into motion quite a string of events. Agent Schow contacted Dr. Richard E. Ohms, Extension State potato specialist, and Jay Garner, Extension area potato specialist. They in turn contacted other specialists and University of Idaho Experiment Station personnel who could help.

Planting rates and dates were worked out. Soil samples were taken and analyzed and fertilizer recommendations were prepared. An irrigation schedule was tied in with a computer program that would tell when and how much to water. Other cultural practices received close attention.

The information was funneled back to Schow, providing a good illustration of how the Extension Service system works. Garner and Schow then sat down with the Neibaurs and went over all the information. They developed a course of action, flexible enough to stand adjusting to fit the Neibaur situation as the potato season progressed.

"You might call it a package of practices," Garner points out. "Of course there are various combinations of practices that growers can put together in light of their own situation, so the set we made up for the Neibaurs might not be the best set of practices for someone else. As it turned out, we made several adjustments in the Neibaur program before we were through."

Garner kept in close contact as the season progressed, visiting the fields or talking with the Neibaurs on the telephone about once a week. If the program was to succeed, everything had to be kept as close to the schedule as possible.

As it turned out, one of the Neibaur fields (Field A) kept pretty close to schedule all the way. The other two fields weren't quite as close.

About half way through harvest, Ira Neibaur told Garner and Schow, "Field A yielded 357.3 hundredweight sacks per acre of marketable potatoes. It looks like we're going to have to join the liar's club. Nobody is going to believe us."

The other fields yielded under 350 sacks per acre but still considerably higher than the Neibaurs had been getting and considerably higher than the 225 sack per acre average for Power County. Quality was equally good.

So where does the Extension Service go from here? Does this mean the only way farmers can be helped is by individualized help and attention? Not at all.

As Schow pointed out: "This should be considered a demonstration of what can happen when information that is already available is put into a complete program of action adapted to a particular farm. There's no magic formula, just strong need for a well-planned course of action, hard work, and careful attention to management practices."

Strong efforts were made to educate other potato farmers in the county and to make the information available to agents in other potato producing counties.

Schow reported that a full sectional meeting at the 24th annual Power County Farm and Home Institute was devoted to the Neibaur result demonstration. Both Jay Garner and Seth Neibaur appeared on the program.

Garner prepared a report that reviewed the program's development, the gathering of basic information, and the item-by-item development of the field program. Items such as fertility program, irrigation, and planting rates and dates were listed. For each, he explained the practice the Neibaurs had been following in prior years, the program recommended by Extension, and what was actually carried out in the field.

A copy of this report was sent to each agent in potato-producing counties of Idaho. Feedback indicates that they have used the information to advantage among their own clientele.

Schow reports he also has received feedback from growers in his own county. Many of them are taking a second, more critical, look at the practice of expanding operations by increasing the acreage devoted to potato production.

"It has been interesting to see and hear them talk about expansion from the standpoint of putting more land, machinery, seed, fertilizer, and labor into the enterprise," Schow reports.

A second go-around is underway with the Neibaur operation. They want to see whether they can do a better job and make the demonstration even more dramatic.

Schow reports that this back-to-back 2-year demonstration will make the results just that much more creditable. He plans to put out a check list for potato growers to follow in producing maximum yields in his area after this year's crop. □

Interest ran high at harvest time. Jay Garner, area potato specialist (right), and County Agent Sterling Schow (in dark hat) were on hand to see for themselves what the yield and quality looked like.

Below, feedlot employees gain first-hand experience from a veterinarian during the afternoon session of a 1-day workshop.

Serving agriculture's 'big businesses'

by
L. M. Schake
Area Livestock Specialist
Texas Extension Service

A new dimension and challenge in Extension activities is emerging as some phases of agriculture evolve from small operations to multimillion dollar agribusiness ventures. A good example is the beef cattle commercial feedlot industry in the irrigated plains area of the Southwest.

Several Extension programs and activities have developed within the feedlot industry. These programs in themselves are not new, but their application to agribusiness has unique considerations, especially in shaping future Extension emphasis.

Any Extension program requires fresh, responsive, and dynamic leadership to fulfill its objective. These criteria are even more keenly appreciated by professional agribusinesses, since

A series of Extension-sponsored seminars for consulting nutritionists led to the formation of the Plains Nutrition Council. At left is a meeting of the group's executive board.

their leadership is most highly trained and competent. Some Extension programs are being reoriented to be most effective for these industries.

One of the major problems in working with large businesses is created by their size. A large commercial feedyard, for example, can easily be stratified into numerous levels of work and responsibility. No one Extension program would be equally effective for all employees.

So, in conjunction with industry leaders, I recently initiated a series of educational programs devoted to the various unique segments within the feedlot industry.

Feedlot employee workshops were established to train the personnel responsible for the health management of feedlot cattle. The 1-day workshops were held at three strategic locations within the Texas feedlot industry. Veterinarians, a feedlot manager, and an Extension Service animal nutrition specialist discussed diseases, medicants, nutrition, and management.

Topics were presented at morning sessions and afternoons were devoted to the study and discussion of actual case histories of disease-stricken cattle in local feedlots. This program was repeated on successive days at each location by the same team of speakers. Proceedings of the workshop were printed and distributed within the industry.

Several months after the workshop a questionnaire was circulated to the feedlot managers whose employees had participated. These questionnaires permitted them to evaulate the workshop by relating the subsequent performance of employees and suggesting possible ways of improving the workshop.

The managers' comments indicated that the workshops were successful and showed a need for similar training for office personnel, feed mill employees, truck drivers, yard foremen, and feedlot managers.

A 2-day training program for feedlot managers was established as a result. This program was presented by independent management consultants and was cosponsored by the Texas Cattle Feeders Association and a feed manufacturer. Topics included the management process, organization, communications, professional business leadership, and other related areas.

Professional consultants form another vital segment of the feedlot industry. Consulting nutritionists are a prime example. In order to enhance their effectiveness, the Extension Service invited all consulting nutritionists serving the Texas feedlot industry to a series of field seminars.

This led to the organization of the Plains Nutrition Council which currently has over 60 members. The group voted to hold six bimonthly seminars a year for the purpose of evaluating new research data, sponsoring guest speakers on specific industry problems, and exchanging ideas.

Similar potentials exist for consultants in engineering, waste disposal, animal health, marketing, finance, and human resources.

Two field research trials conducted in feedlots demonstrated the possible applications of four different methods of grain sorghum processing. This concept is a technical and refined extension of the result demonstration.

Each trial involved more than 400 head of cattle and was supervised and reported in Departmental Technical Reports by an area Extension specialist. Analyses included statistical interpretation of the data as well as estimates of cost involved for each method of grain processing.

Many individuals and commercial firms helped establish and conduct these field research trials. Each trial was first completely discussed and agreed upon by all parties and then outlined in a formal memorandum of agreement. The Departmental Technical Reports resulting from the trials were distributed throughout the industry. They also are effective teaching aids.

Opportunities for Extension Service specialists to work effectively with large commercial agricultural industries have all of the basic challenges of any other effective Extension Service program—plus many new avenues of approach. □

Volunteers raise hopes in York County

by
Margaret T. Walsh
Extension Home Economist
York County, Virginia

All families face problems from time to time. But most families can cope with them. They know where to go for help.

For some, however, lack of employment, lack of education, or family illness present problems over which they have no control. They lack transportation to take a sick or hurt child for medical aid. They have no financial resources to fall back on when the father becomes temporarily unemployed, often because seasonal employment is the only way of life he has ever known.

For about 100 York County, Virginia, families caught in this vicious, complex cycle, a ray of hope has appeared. For 2 years the York County Volunteer Association (YCVA) has been on hand, 24 hours a day, to help wherever and whenever a need has been recognized.

Three years ago a PTA Welfare Committee discovered three brothers in school who had not eaten in 3 days, due to the father's mortal illness and both parents' illiteracy. By helping this family, a small group of people became aware of the plight of others.

Out of this has grown the York County Volunteer Association, whose purpose is to help families help themselves, with no questions asked about the *whys* of the situation.

In the beginning the Association merely provided food for a hungry family, a mortgage or rent payment for an unemployed father, shoes so a child could go to school, or transportation to the Health Clinic for a mother.

But within weeks, it was obvious that even in relatively well-to-do York County, a sizable segment of the population was caught in tangled webs of insurmountable problems.

It was then that they asked Extension home economist Margaret Walsh for help. In the early months she spent countless hours meeting with the volunteers, often until the wee small hours. Her contribution was largely that of helping them identify existing resources and helping get publicity to encourage support from the community at large.

She interested the local governing body in YCVA projects, and they made funds available for her use in educational programs for disadvantaged families.

The need for more financial support led to establishment of the Bargain Box, a used clothing store. It is manned by volunteers 5 days a week and nets about $12,000 a year.

Gradually the calls for help increased. One of Extension's major roles has been to help the volunteers recognize that most problems of these families fall into certain categories—substandard housing, lack of public transportation, and unemployment and underemployment. Underlying it all was illiteracy and feelings of utter hopelessness.

Extension helped the volunteers bring together a group to explore the possibility of setting up a day care center. Since this was financially unfeasible, the idea for a biweekly educational program for disadvantaged mothers and children emerged.

In March 1968 the "Lackey Program" opened in a neighborhood church. Qualified volunteer teachers provided a kindergarten and a nursery school program for 75 children while Extension held homemaking classes for 15 mothers. Twice a week this was topped off with a hot lunch, and transportation was thrown in for good measure.

In the spring of 1969, when eligible children were enrolled in Head Start classes, the local school system sat up and took notice. Each child who had been in the "Lackey Program" was found to be 6 months to a year ahead of the other Head Start children in language and social skills.

After a quick evaluation, the school administration approached the volunteers with an offer of four classrooms, transportation from all points in the county, and the use of Head Start funds for the 1969-70 school year. The volunteers were to provide the teaching staff three mornings a week.

And Extension home economists, whose number had now increased to three, planned and coordinated the programs and activities for mothers. With this the Parent-Child Development Center came into being and has now completed a full year of operation.

Charles R. Perkins, Extension agent, resource development, has worked closely with the YCVA on solutions to families' economic problems. As a result, an "Outreach Office" is now open in Yorktown one morning a week, making representatives and services of the Virginia Employment Commission, OEO, and Virginia Department of Rehabilitation readily available. A York County Extension agent is also on hand to serve in a screening and referral capacity for all county governmental agencies.

Mrs. Walsh and W. O. Holland, Jr., agricultural Extension agent, have helped the YCVA explore solutions to housing problems. They have arranged meetings of the volunteers with representatives of the Farmers Home Administration, a local real estate agency, and some interested faculty members of the nearby College of William and Mary.

Two families have received FHA loans. And the YCVA is now preparing to purchase a large tract of land which will be developed into housing for low-income families. Extension's major role here has been in bringing together the resources of many agencies and groups to attack a problem of mutual interest.

Early in 1969 York County was designated as a pilot county in the Expanded Food and Nutrition Education Program, under the supervision of Mrs. Virginia Nance, Extension home economist. She supplements the YCVA programs by working closely with the disadvantaged families.

The volunteers help with followup counseling and educational programs. Mrs. Nance and the program technicians (aides) keep the volunteers informed of additional needs and progress of families they have helped.

The efforts of the volunteers brought attention to the fact that lack of cooperation and communication between agencies often made unnecessary problems. So Extension's next step was to lead the organization of the York County Inter-Agency Council, composed of representatives of all agencies and groups concerned with social services. This Council meets each month to coordinate agency efforts.

An additional indication of the scope of the Association's day-to-day activities is the list of its standing committees. They include:

A Transportation Committee on duty at all times to transport mothers and children to needed services.

A Clothing Bank Committee handles supplies of children's clothing.

A Food Bank Committee keeps a large supply of food on hand for anyone in need. Donations are from school children and church groups.

A Welfare Committee investigates, counsels, and provides help for a multitude of other needs—from paying a mortgage to arranging for health care to seeking Food Stamp applicants.

A Housing Committee to help families apply for loans, find rental property, deal with contractors, etc. Twenty high school boys have dismantled a "donated house." Other volunteers use the lumber and hardware to repair or rebuild substandard houses.

A Tutoring Committee of qualified teachers who teach reading and math to illiterates, school dropouts, and students who need more individual attention.

In the entire program, Extension has served as a catalyst—providing guidance, continuity, and cohesiveness. The inspiration, personal commitment, and vision of the individual volunteers, however, have given the program impetus.

To this group the word "impossible" does not exist. Who else, when faced with accepting a gift of 5,000 white uniforms if they could be moved "by this afternoon at 3:00," would immediately say, "We'll sell them for $1 apiece, and then we can buy that bus we need!" □

Above, a college student volunteer helps with the mothers' program at the Parent-Child Development Center. At right, a volunteer nurse cares for a child's skin condition at the Development Center, where children get regular medical and dental care.

Science of emergencies

"A Tornado Watch is now in effect for this area." Fifteen minutes later: "Tornado Warning! Take Cover."

Know the difference? And what to do about them? Not knowing could cost you your life.

Fortunately, 3,055 students in 28 Arkansas schools do know the difference, plus a lot of other things to be done in emergencies. Students in 16 counties learned what to do through a series of Science of Emergencies programs planned and presented by L. L. Phillips, 4-H rural civil defense agent. D. S. Lantrip, State 4-H agent, helped with preparation of the lessons.

The series of three 1-hour sessions features the Science of Tornadoes, Science of Radiation, and Science of Protection from Radiation. Students in the classes have ranged from elementary school to high school.

Here's what Phillips includes in each of the classroom presentations:

Science of Tornadoes: He begins with a brief introduction on the contents of the Science of Emergencies program and an overview of the three meetings. Two short films are presented. "Tornado" acquaints the students with the dangers of tornadoes and emphasizes precautions to be taken to reduce the death and damage toll. "Five Days of Betsy" tells the actual story of Hurricane Betsy, which struck several Gulf States.

He also demonstrates three ways to purify drinking water during certain disasters and gives an illustrated talk on preparing meals without cooking.

Science of Radiation: Miniature models of atoms acquaint students with the simplest of atoms and how radiation is given off. A film, "A Is for Atom," explains the structure of the atom, using an analogy to the solar system. It describes stable and unstable atoms and tells the story of the discovery of nuclear fission. It also reviews some of the many benefits of atomic radiation.

Another film, "About Fallout," uses both animated and live action to illustrate the basic nature of fallout radiation, its effects on the cells of the body, what it does to food and water, and how to guard against the danger of fallout radiation.

Phillips gets the students started on atomic-energized seed demonstrations, and leaves them workbooks to guide them in carrying out the experiments. He also demonstrates and exhibits a Geiger counter and other instruments for detecting radioactive materials.

Science of Protection From Radiation: For this session, Phillips presents

by
L. L. Phillips
4-H Agent, Rural Civil Defense
and
Richard D. Van Brackle
Assistant Extension Editor
University of Arkansas

a series of slides along with a model fallout shelter and a poster showing different types of shelters. Another series of slides shows the storing of food and water, emphasizing a 2-week stockpile of survival foods in the home or fallout shelter.

At the conclusion, he helps the students plan followup work, including the seed demonstrations and other involvement of teachers and students. Literature, workbooks, and seeds are left in the classroom.

The agent made the models he used for the series, but he called on many other sources for materials needed to supplement his presentations.

Posters and emergency handbooks came from the U.S. Atomic Energy Commission, Washington, D.C.; the U.S. Weather Bureau in Little Rock, Arkansas; and the Fourth Army Audio-Visual Support Center, Fort Sam Houston, Texas. He obtained slides from the U.S. Office of Civil Defense, Washington, D.C.

Other materials used included Geiger counter instruments from the Arkansas State Health Department; workbooks and atomic-energized seeds from Oak Ridge Atom Industries, Oak Ridge, Tennessee; and civil defense publications from the Arkansas Cooperative Extension Service and the U.S. Department of Agriculture.

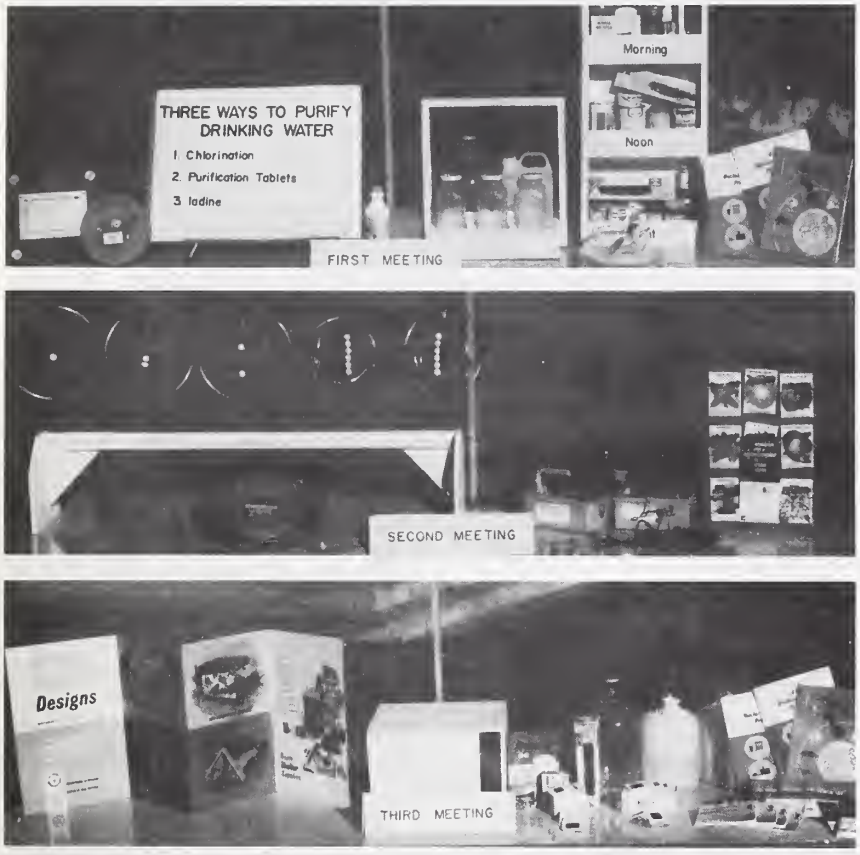
Cooperation from schools has been excellent. Phillips approaches them through the county agents, who contact school officials to explain the program. The Science of Emergencies series is presented only through science classes, and the classroom science teachers are responsible for the followup activities.

Phillips does not test the students on the material he presents, although the teacher may choose to do so later. Two or more students at each school who have attended all three sessions volunteer to write a short evaluation of the program. These are sent to the county Extension agent, who forwards them to the State office.

How do the students react? One said, "I hope we can see more films and learn about tornadoes so we can be safe from weather disasters."

And another: "We enjoyed your program on Emergency Preparedness. We discussed these in Mr. Ferguson's science class. We were tested on this. We feel that we learned a lot about an important subject."

One high school teacher wrote: "Your program served as a review to our upper classmen, an interesting introduction to our seventh and eighth graders, and a very important part of our current study to the freshmen." □



Above are the visuals and demonstration materials L. L. Phillips, 4-H rural civil defense agent, used in his Science of Emergencies classroom presentations. At left, Phillips demonstrates water purification to a group of students.

Education for action on mental health problems

The Texas Agricultural Extension Service, because of its recognized educational leadership, has been chosen to guide the State in a mental health and mental retardation education program.

The program, which began about a year ago, has been developed through combined efforts of the Texas Department of Mental Health and Mental Retardation, the Texas Agricultural Extension Service, and local citizens' committees.

This pilot program reaches 42 counties in three geographic areas. This extensive educational effort by the Extension Service is part of a total program to enhance the services, treatment, and facilities for all Texans with mental health problems.

The Texas Department of Mental Health and Mental Retardation was given a mandate by the Texas legislature to provide MH/MR services within easy reach of every citizen.

In addition to its network of State hospitals for the mentally ill and State schools for the retarded, the department is accomplishing this task through the development of clinics, outreach centers, day care centers, vocational training, special education, and the like throughout all areas of the State. This requires the cooperation of many State agencies, organizations, and communities.

The Texas Department of Mental Health and Mental Retardation saw the need for a well-organized program of local awareness, education, and action—especially in rural areas—about the identification and solution of MH/MR problems.

Their recognition of Extension's educational leadership in virtually all of the State's 254 counties led to development of Extension's mental health and mental retardation program. An agreement was signed in 1969 between the two agencies.

Program objectives specified by the agreement are:

—to foster and enhance public awareness, interest, and concern for mental health and mental retardation in the sparsely populated areas of Texas,

—to inform the population of the mental health and mental retardation services available to meet their immediate needs,

—to educate the population in rural areas of the State on factors essential to improving the mental health status of the population,

—to develop recommendations and priority for the delivery of mental health and mental retardation services in specified counties through intensive studies conducted by the county program building committee,

—to stimulate community reaction necessary for combating mental illness and mental retardation at the local level.

Dr. Vernon L. Pellett and James O. Standley were employed as Extension mental health and mental retardation education specialists. Development of the educational programs was their responsibility.

Mental illness is the number one health problem in the United States. More than half of all hospital beds are occupied by mental patients. One out of 10 persons needs treatment for mental illness now, and one out of 12 will be hospitalized for mental illness in his lifetime.

More than half the people who visit a doctor with physical complaints have emotional problems that are partly or wholly responsible. Mental health is a factor in delinquency, divorce, alcoholism, drug abuse, and crime.

Mental retardation, although basically different from mental illness, touches the lives of everyone in a community. There are about 5.4 million retardates in the United States. An estimated three out of every 100 newborn babies are retarded. Fortunately, only 5 to 6 percent will need institutional care at any one time.

The mildly retarded account for 90 percent of the retardates and are capable of being educated within limits. Their development is slow, but with special education, special vocational training, and appropriate supervision they can work in competitive employment and live independent adult lives. This, of course, depends upon community resources to help families educate and train the retarded.

Responsible participation in group decisions is a basis of democratic theory and of the Extension philosophy of involving local people in determining Extension educational programs. So the MH/MR education program in Texas is being developed with the aid of subcommittees of the Extension county program building committees in each county.

Membership of county MH/MR education committees is determined on a geographical, organizational, and special interest basis. Representation comes from such groups as mental

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A regional coordinator for the Texas Department of Mental Health and Mental Retardation outlines educational program resources at a workshop in Kingsville.

health associations, associations for retarded children, community councils, church groups, home demonstration clubs, service and civic clubs, women's clubs, special education groups, members of the medical and nursing profession, and other health, welfare, or social service groups. Committee size varies from 5 to about 20.

Committee functions and responsibilities are similar to those of any other county planning committee. They study available background information and collect and interpret additional information as needed. They establish program objectives and annual goals, develop plans of action, and assume some responsibility for carrying out plans. Finally, the committee is responsible for evaluating and revising programs as needed.

County MH/MR educational committees are encouraged to study and interpret information such as population, income, cultural backgrounds, education levels, and service facilities. Other kinds of helpful information are projected number of retarded persons, projected number of persons needing psychiatric treatment, known cases receiving services in State and private schools, special education classes, day care centers, sheltered workshops, State hospitals, private hospitals, centers, clinics, and rehabilitation training.

The work of county MH/MR educational committees has resulted in a variety of educational programs and activities using numerous educational program resources. Individual, group, and mass media methods have been employed.

Individual methods primarily include home visits by some local resource person to families with mentally ill or retarded members.

Meetings, workshops, clinics, classes, and tours have been conducted with home demonstration clubs, 4-H Clubs, PTA's, school groups, service clubs, civic groups, professional groups, parents of retarded children, parents of young children, expectant mothers, and church groups.

Newspaper articles, radio programs, and printed bulletins and leaflets have been the primary mass media utilized.

In addition to involving people in educational activities and exposing them to mass media, Extension has created some action-oriented programs. Establishment of special education classes in schools, organizations for parents of retarded children, community outreach clinics, recreation programs for retarded children, and volunteer programs in State institutions have been inspired by the Extension MH/MR educational programs in some Texas counties.

Many aspects of the educational program for mental health and mental retardation can be integrated into ongoing Extension programs. Extension has, in fact, for many years been conducting educational programs that promote good mental health. Youth development programs, family life and home management programs, and economic production on the family farm all contribute to an improved environment for family living within the community.

The MH/MR program has demonstrated that Extension agents are capable, with a minimal amount of training and resource materials, to help local committees organize and develop effective educational programs in mental health and mental retardation.

Many Extension agents have worked with people on committees who have never been involved in the Extension program. Their programs have expanded to serve new clientele in great need. Extension agents and the county MH/MR education committees have found problems to be real and the need for education great. They have found that many people are concerned and willing to devote time and effort to this program.

Extension has the leadership ability and organizational knowledge to apply educational resources to the problems of mental health and mental retardation. The pilot program also has demonstrated that Extension can successfully coordinate educational work through contractual arrangements with service agencies of State government. □

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The people won

A major event at the 55th annual meeting of the National Association of County Agricultural Agents was the banquet honoring the winners in the Public Information Awards Program.

The accomplishments of those receiving awards are outstanding. They were the best, and they deserved the honor and recognition. But this writer holds a strong suspicion that those so honored weren't the real winners. The real winners in this effort are the people who are fortunate enough to have these men giving leadership to Extension educational programs in their counties.

After all, the basic nature of Extension work always has been and always will be effective communications. Our product is providing knowledge on how to make a better living and how to live better. This requires a broad knowledge base on the part of those on the firing line—the county agents. They must have the knowledge themselves or they must know how to get it.

But regardless of how much knowledge they and other knowledge sources available to them have, the knowledge is of questionable value until it is transmitted in usable form to those who can use it.

Knowledge must be communicated in a way that makes it believable. It must offer practical solutions to problems or suggest opportunities for making a better living and living better. It must be feasible—something a person or family can do within the limitation of resources available. Last, it must provide motivation by emphasizing the rewards of suggested action.

These are the characteristics that communications skills add to scientific and technical knowledge to get it applied. Communications skills help us make our product attractive, palatable, and desirable. County agents who possess superior skills in communications are able to initiate new and innovative programs with a minimum of false starts and see them through to a successful conclusion. The people whose agents provide this kind of leadership really are the winners.

And this writer also strongly suspects that the greatest reward to the agents honored is not the certificate and cash award, but the satisfaction of seeing the progress and advancement people make as a result of their efforts.—WJW

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